DOCUMENT RESUME

ED 116 083 CG 010 252

AUTHOR Busky, Henry F.
TITLE The Uses of Human Potential Seminars in a Community College.
PUB DATE 26 Mar 75
NOTE 15.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Best copy available; For related document, see CG 010 251

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS *Community Colleges; Course Evaluation; *Human Development; *Humanistic Education; Junior Colleges; Personal Values; *Program Development; *Self Actualization; Values
IDENTIFIERS *Human Potential Seminar; Prince Georges Community College

ABSTRACT

The paper was written for someone who wishes to develop and introduce the Human Potential Seminar in a community college setting. The first phase of the paper deals with Prince George's Community College's first experience with Human Potential and how it trained its staff, got the seminar transferrable to four-year colleges and worked it into the Developmental Division of the college. The second phase of the paper talks about the use of the Human Potential Seminar at Prince George's Community College. Eleven examples are listed and explained. Next comes the use of the Human Potential Seminar in other community college settings throughout the country. Twelve examples are given with names and addresses of those to whom to write for additional information on each program. The last part of the paper deals with specific examples of student and follow-up evaluations of the Human Potential Seminar. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED116083

The Uses of Human Potential Seminars in a Community College

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

CG 010 25

Presented by Henry F. Busky
Director of Human Development
March 26, 1975
APGA, New York City, New York

The Uses of Human Potential Seminars in a Community College

A. How to Implement a Human Potential Seminar on a Community College Campus

1. Background:

There are probably many different approaches that one may take in order to create interest in the Human Potential Seminar on their campus. The road that we took at Prince George's Community College is probably the more traditional one.

In December 1971 I attended a basic Human Potential Seminar at Kendall College. In June 1972 I returned to Kendall College for the Advanced Human Potential Seminar. On October 24, 1972 the Human Development Department submitted to the College Curriculum Committee the Human Potential Seminar for approval as a one credit course. This course was listed as DVLC 100 and came under the Division of Developmental Studies. On March 15, 1973 the Curriculum Committee passed the course and was ready for implementation for the fall semester of that year.

During the Fall semester of 1973, there were 95 students enrolled in the course. In the Spring 1974, a total of 91 students took the course and for Fall 1974 there was an enrollment of 105 students. The Spring semester of 1975 had a total of 153 students enrolled for the first 8 weeks.

2. Staff Training:

In order to generate interest in and to train staff members to teach the seminar, Jim McHolland came to Washington on February 22, 1973 as a consultant to conduct the Basic Human Potential Seminar for 4 counselors and 4 faculty members. On March 14, 1973, Joe Kleeman, who was then a counselor on Jim's staff at Kendall College, came and conducted another Basic Human Potential Seminar for 5 counselors, 2 faculty and 2 administrators. The

administrators in this second group were the Dean of Student Affairs and the Associate Dean of Developmental Studies. On June 4, 1973, I went to Denver to co-lead, with Jim, an Advanced Human Potential Seminar. After completing this seminar I was certified as a leader for both the Basic and Advanced Human Potential Seminar. With this certification I was then able to train other counselors and faculty on my own campus as leaders for the seminar.

3. Transferrability:

Students do not wish to take courses that are not transferable and this is usually pointed up very nicely when students try to side step developmental studies for the simple reason that they carry no credit.

One of the most crucial aspects of helping the Human Potential Seminar become successful on our campus, has been a rigorous articulation program with state and local colleges. All of our staff members are assigned to a specific college or university for college articulation and this has helped us with having an inside person assist us with the transferrability of the course. To date the basic Human Potential Seminar transfers to all state colleges and universities as a credit course, and I honestly believe that this has been a prime factor in the success of the seminar.

4. Division Liaison:

Another approach to sustaining the Seminar is by working very closely with other departments and divisions that can use this model as part of their on-going program. Examples of this approach are as follows: through the Division of Community Services we offered Human Potential Plus for Women at Andrews Air Force Base; the U.S. Naval Supply Command used the Seminar as part of their staff training; the Mix and Match Mornings Program at local church areas; a mini seminar for senior citizens residence.

With the Director of Student Activities we have run Human Potential Seminars as a training package for officers in the Student Government Association and college-wide clubs. The seminar was an 8 week program and was part of a year long leadership program given by our Director of Student Activities.

B. Community College Uses of the Human Potential Seminar

1. Uses at Prince George's Community College

As I had mentioned before in this paper, we began teaching the Human Potential Seminar during the fall semester of 1973. To date we have had approximately 431 students and 53 faculty, staff and administrators complete the Basic Human Potential Seminar. The Advanced Human Potential Seminar was passed by the curriculum committee on May 2, 1974 and is scheduled to be taught during the fall semester of 1975 as a one credit Psychology course.

PSYC 100 Human Potential Seminar - 1 credit - During the Spring 1975 semester 21 sections have been listed in the catalog. During the first 8 weeks 153 students enrolled. A new approach that we have taken this year is to attempt to enroll handicap students in as many sections as possible. This has paid off dividends for all members of the group. I would like to quote one member of a class, that I taught this semester, who is a Vietnam veteran with an artificial leg. His quote came during the personal unfoldment phase and he is talking about a blind student in our class, "I feel I must say at this point how much I admire Harley, his determination and motivation (and seemingly his inability to understand the word de(eat) stand as a guiding light for all around him. It makes my own handicap seem so insignificant.

Human Potential Plus for Women - This seminar is offered at Andrews Air Force Base for 40 women. Veronica Norwood, Program Director of Community Services, in our campus newspaper said, "The most popular courses this semester have been the one on Oriental Cooking and Human Potential Plus for Women."

During this particular seminar one lady wrote a poem about one of the instructors teaching the seminar and the title of this poem is simply "Carolyn".

Carolyn

Carolyn listens with her heart as her fellowman speaks.
Time goes by yet seems to stand still while she ponders
the ways of intricate lives.
Why must there be hurts and traumas?
Why not more joy and high peaks?
Anger sometimes wells inside her
And yet other times with myrth she's filled.
A tear slipped by she hoped unnoticed, as she
Joined in spirit in a tragic moment.
Carolyn knows that each must stand alone.
But in love she helps that one to stand erect the other
to walk on
Carolyn's been given the key to open doors....IT'S LOVE.
And Carolyn cares.....
And Carolyn knows.....

A copy of this seminar is included in the appendix of this paper.

Consultation - As I have mentioned before, the Department of Human Development consults through the Division of Community Services to other agencies in the county.

Television Program - one of our Educational Advisors, who has been through the Basic and Advanced Human Potential Seminar, has become so interested in the process that he got myself and some counselors together for a television program on the seminar. We are now in the process of completing a 60 minute televised Human Potential group. This program will include all of the exercises with a detailed explanation as to purpose and function of each exercise.

Life Style - Career Planning for Veterans - Our Director of Veterans Affairs along with our Director of Career Counseling and Placement is using Human Potential Seminar to assist veterans in making life plans and career decisions. A copy of this program is also included in the appendix.

Senior Citizens - As I have mentioned before, through the Division of Community Services, we offered a mini Human Potential Seminar during the Spring 1974 to a group of senior citizens in our county. Out of this program came a request, from the County Division of Services and Programs for the Aging, to offer a full seminar for senior citizens. We are now in the process of conducting this seminar.

Drugs and Alcohol - Some authorities have found that a lack of self concept, self worth and interpersonal relationships have been underlining aspects in drug abuse as well as other deviant aspects of human behavior. I have been actively working with the county DICAP in offering Human Potential Seminar as a staff development tool and also to county residents who have been involved with drugs and alcohol. I also offered a 3 hour program to 30 county drug and alcohol counselors at the University of Maryland using the Human Potential Seminar as a basis for my presentation.

Mix and Match Mornings - The Division of Community Services offers a day time program, largely for women, at local community churches in our county. The Human Potential Seminar is offered for optional credit (one credit) but charged the regular single credit fee of $10.50 across the board. The Seminar is offered as a package with General Psychology (Psych 101, 3 credits) or Social Problems (Soci 201).

Human Potential Seminar in a Local Correctional Complex - The Department of Human Development has explored with the head correctional psychologist, the possibility of offering the Human Potential Seminar at his institution. If this becomes a reality, then the department will offer this through the Community Services Division on a contract basis.

Human Potential Seminar for Vets - The Program Director for Veterans Affairs, offers the Human Potential Seminar as a special program to Veterans

at our college. The class was offered during our second summer session. One veteran had this to say about the course, "In just these few weeks it is hard to write down or verbalize how quickly and deeply we all developed such an intense rapport with one another. It seemed as though we all had the potential to discuss ourselves openly with others but never the opportunity to do so until attending this class."

Evaluation - The Department of Human Development has done an intensive in-depth evaluation of the seminar on our campus. Listed below are examples of how we evaluate the seminar.

1. All students who take the seminar fill out an evaluation card, modified after Jim's card, at the completion of the course. These evaluations are then tallied and summarized for the staff. A copy of these remarks are listed in the appendix of this paper.
2. A faculty evaluation form is filled out on each leader at the conclusion of the class. This is part of the faculty evaluation package at our institution. A copy of this form is in the appendix.
3. A follow-up evaluation is sent out after one year on a random sample of students who have successfully completed the seminar. A copy of the form is included in the appendix.
4. Dr. John Fedell, Professor of Psychology, and myself have completed a research study entitled "Value Changes in a Human Potential Seminar." This study will be published in the ACPA Journal later this year.

C. Uses of Human Potential Seminar at Other Community Colleges Throughout the Nation

The Human Potential Seminar has been used extensively at other colleges throughout the country. Here are some examples of how you may put

this program to use at your institution:

The Use of Human Potential Seminar with Divorced Women

Gladys Burns at Jefferson State Junior College rates the Human Potential Seminar method as excellent in working with divorced women because this method directly responds to the needs of those women first, as a structured method and second, as a positive method. For further information please write:

Gladys K. Burns
Jefferson State Junior College
2601 Carson Road
Birmingham, Alabama 35215

Human Potential Seminars and Vocational-Technical Education

Dennis Braven at Area One Vocational-Technical School in Iowa, has used the Human Potential Seminar model as an experience for students to identify those things in their lives that have and will provide the short-term rewards in pursuit of longer term objectives. For further information please write:

Dennis L. Braven
Area One Vocational-Technical Schools
Box 400
Calmar, Iowa 52132

Human Potential Seminars and Minority Students

Thora Bingham at Central Arizona College is using the Human Potential Seminar with Mexican-American and Indian students. She reports that the process is used for personal growth and has been readily accepted and sought after by both minority groups. For further information please write:

Thora Bingham
Assoc. Dean of Student Affairs
Central Arizona College
Coolidge, Arizona 85222

The Use of Human Potential Seminars with Students and Staff in Life Career Development

Helen Rodebaugh, Hutchinson Community Junior College, uses the Human Potential Seminar as an effective catalyst to stimulate a positive

approach to the process of expanding options for Life Career Development.

For additional information please write:

H. Rodebaugh
Hutchinson Community Junior College
Hutchinson, Kansas

Colby Community College Human Development Courses

Terry Ludwig, Director of Human Development at Colby Community College, has created a comprehensive curriculum of human development courses. He also has developed some very interesting ideas for adults in his community. For further information, please write:

Dr. Terry Ludwig
Director of Human Development
Colby Community Junior College
Colby, Kansas

Faculty and Staff Development Through the Human Potential Seminar

Ron Steinke at Arapahoe is doing some exciting studies in the area of Staff Development. For further information please write:

Ronald Steinke
Director of Experimental Studies
Arapahoe Community College
Littleton, Colorado

Some other exciting and innovative uses of the Human Potential Seminar model in community colleges are as follows:

General Use With Women

Robert Burside
School Craft Community College
Livonia, Mich.

Black Student Applications

John Moore
Moraine Valley Community College
Palos Hills, Ill.

Human Potential Seminars and Classroom Adaptions

Keith Taylor or Frank Gormick
Richland College
Dallas, Texas

Human Potential Seminar and Athletics

Frank Gormick
Richland College
Dallas, Texas

Human Potential Seminar and Student Orientation

Leabbeth Barnard
Director of Counseling
Arapahoe Community College
Littleton, Colorado

Human Potential Seminars and Faculty-Staff Development

Clete Hinton
Harper Community College
Palatine, Illinois

Follow-Up Study on Human Potential Seminar

The Department of Human Development at Prince George's Community College is doing a follow-up survey of students who have completed DVLC 100 (Human Potential Seminar) in the fall 1973. Please fill out the following short questionnaire and mail it back in the enclosed self-addressed envelope to the college. Thank you for your time in helping us evaluate the course.

1. Are you still setting and meeting your goals on a regular basis?

   Yes_____ No_____

   Comments:

2. Are you still sharing your goals and desires with others?

   Yes_____ No_____

   Comments:

3. Are you still consciously thinking of your values?

   Yes_____ No_____

   Comments:

4. Do you presently think more highly of yourself than prior to taking the Human Potential Seminar?

   Yes_____ No_____

   Comments:

5. Are you finding more situations and experiences in which you recognize personal success?

   Yes_____ No_____

   Comments:

6. Have you done something new lately that has been of importance to you?

Yes_____ No_____

Comments:

7. Do you feel that you presently possess more courage to try new things?

Yes_____ No_____

Comments:

8. Would you recommend the Human Potential Seminar to other persons?

Yes_____ No_____

Comments:

Additional Comments:

Please do not sign this questionnaire - Thank you.

PRINCE GEORGE'S COMMUNITY COLLEGE
Department of Human Development

A PROGRAM FOR WOMEN
Taught By
The Department of Human Development Through Community Services

Title: Human Potential Plus for Women

Description: A life style planning course for women designed to help them discover and actualize their unique capabilities and potential. Areas covered are identification of personal strengths, values, motivators, individual goal setting, and life style planning. Realistic educational, vocational, personal, and social alternatives will be explored through structured group activities and individual assessment.

Objectives of the course:

1. to assist women to become more aware of their strengths
2. to help women decide upon and set their own immediate and long range goals for life style planning and to encourage them to act on these goals
3. to assist women in understanding their own value system and gaining a sense of independence and autonomy
4. to help women increase their regard for others
5. to assist women in assessing their own interests and aptitudes
6. to provide sources of career and educational information

Length of course:

Twelve weeks, two hours weekly.

Teachers: Carolyn Harrison and Maxine Marinaccio, Counselors

Approach: McHolland Model - Human Potential Seminars, battery of tests, resource persons for career and educational information, role playing for job interviews, panel of women who have made changes in their life style.

Evaluation: Pre and post testing of participants, follow-up study.

STUDENT EVALUATION OF THE TEACHING FUNCTION

Name of Counselor _____ Date _____

Semester _____ Academic Year _____

To be completed by students who have taken DVLC 100 (Human Potential Seminar)

This questionnaire is designed to obtain thoughtful student reaction to a counselor's effectiveness. The space at the end of the survey allows you to add any further comments you might want to express. Your assistance is appreciated.

Directions: Each statement describes a basic component of a counselor's responsibility. Rate your counselor on each item, giving the highest scores for unusually effective performance. NA means not applicable or don't know or you do not have enough information to answer the question. One (1) is the lowest possible rating and five (5) is the highest possible rating.

NA	1	2	3	4	5

_____ 1. The major objectives of the course have been made clear.

_____ 2. The class time was used well.

_____ 3. The instructor seems interested and enthusiastic about the subject being taught.

_____ 4. Instructional vocabulary and materials are suited to the student.

_____ 5. The instructor's speech is adequate for teaching.

_____ 6. The instructor is fair and impartial in dealing with students.

_____ 7. You as a student feel free to ask questions.

_____ 8. Instructor's personality is attractive and pleasant in the classroom.

_____ 9. The instructor appears sensitive to students' feelings and problems.

Space is provided for comments or suggestions:

Signature of Evaluator _____ Date _____

Signature of Counselor Being Evaluated _____

Date _____

3/6/74